School Context

Edward Public School is located on the west side of Deniliquin. Deniliquin boasts a vibrant, colourful and active rural community with an approximate population of 8000.

Our school enjoys expansive and beautifully kept grounds, and classrooms with well-resourced technologies.

The current 2013 enrolment is 189 students. 15% of the enrolment are Aboriginal students and 10% of students receive Out Of Home Care. Our students are from families of various socio-economic, educational and employment backgrounds.

The area is slowly on its way out of a 10 year-long drought where enrolments at the school have declined. Over the last few years though, they have tended to plateau. More recently, with a transient population, our numbers can range from 180 – 210 in any given year.

Quality teaching, and programs including sport, creative arts and leadership encourage students to aspire to achieve and experience success. An inclusive curriculum, the nurturing of difference, high expectations, citizenship and values education, prepare our students for active participation in the wider community.

Our school is renowned for its promotion as a community of learners, its traditional programs, and the very experienced, dedicated and caring staff. Opportunities provided by the Country Areas Program cater for individual success. Attributes of resilience, self-esteem, confidence are taught in Personal Development and Wellbeing Programs.

Parents, carers and members of the community are invaluable volunteers to our school’s programs and are committed to supporting the learning and engagement of our students.

Principal’s Message

2013 has seen the preparation for the introduction of the National Curriculum, new NSW Syllabus Documents, the consolidation of wellbeing programs and the shift to the Every School Every Student model in Learning and Support.

The school received Transitional Equity funding in support of its targeted programs in 2013. The school primarily focused on raising the literacy and numeracy levels of students and recognises the need to implement and train staff in quality programs in these Key Learning Areas.

Our school is well known for its very supportive and welcoming staff. Some have been at the school for many years and are eager to share their experience and expertise with our newer members. Casual teaching staff tell us they are very happy to teach at our school and feel welcome.

Parents of students attending Edward Public School often comment on the positive and inclusive culture of our school and express their support of the many ongoing traditional programs, as well as the new initiatives and opportunities available for Edward Public School students.

As part of our three year school improvement plan, changes supporting learning and engagement continue to evolve. The National Curriculum, new NSW Syllabuses, Positive Behaviour for Learning School Wide System have led to the continued and ongoing review of school practices.

Edward Public School continues to grow in its student learning and engagement as it embraces the many changes to Public Education on a National, State and Local level. Being a Community of Learners has certainly prepared us well for a smooth transition to further positive advancement.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Joy Soper
Principal
**P & C Message**

In 2013, more than ever before, the P&C have worked in collaboration with the teachers and support staff to complete projects in the school. Attendance at meetings has increased, which shows how much families appreciate the opportunity to have input into what’s happening in our school. We have also had more support from the families of Edward School, with over 70 different parents volunteering to help out in various ways throughout the year. Without these people cooking cakes, donating items, manning BBQs and attending working bees the P&C could not function, so thank you!!

Our greatest achievement was the return of the Edward Fete after a 10 year absence. The focus of the fete was on giving our children a good day, while being affordable and fun. An enthusiastic committee led by Roberta Graham and Nat Dawson worked hard to produce a fete which was a success financially, as well as a great community event.

In 2013 the Edward P&C have once again had work carried out to maintain the oval in tip-top condition. We purchased a fridge for a class room, sponsored children who represented the Riverina in sport, purchased a portable sound system, as well as flag banners for the school. The P&C has also committed to building a new sandpit for the playground and we are working towards creating more shade areas in the school.

2013 also saw major change in our canteen. After 10 years of dedicated service, Gail and Jim Howitt resigned to spend more time with their family. Gail and Jim have volunteered countless hours to the service of our school. The Edward P&C would like to acknowledge their dedication and service to the children of our school. They will be missed! We are fortunate to have employed Sacha Jefferies who began as Canteen Manager in Term 4.

Thank you to everyone who has contributed towards the P&C this year. Together with the wonderful staff, we make Edward Public School a better place for all of our children.

**Felicity Michael**

**P&C President**

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**Student Representatives’ Message**

2013 was a great year at Edward Public School. We achieved lots of great things in sport. Will Shaw, Anna Young, Ella Harvey and Wesley Clark represented the Riverina at State PSSA Athletics. Ella represented Riverina at State in Cross Country. Will represented Riverina at State in Football and Cross country. Anna represented Riverina at State in shot put and discus. Wesley represented Riverina at State in High Jump.

Edward School won the Chummy Bartlett shield and the Deniliquin District PSSA Cross Country Shield.

This year, Year 6 had a number of fundraisers to help buy a present for the school and help with paying for the Year 6 Graduation dinner. Some of the events that helped raise money were the footy fun day, Easter raffle, Christmas lolly raffle, snow cone Tuesday and cupcake Tuesday. The present that was bought for the school from the 2013 Year 6 class was a digital SLR camera.

This year Edward Public School had a fete. It was a great community event and raised a lot of money for the school. We all had lots of fun with the different activities such as snow cones, sushi, high tea, lob-a choc, plants, trash and treasure, harley rides, animal nursery, craft stall, face painting and much more.

This year we had lots of excursions. Stage Three went to Bendigo and Ballarat for an excellent gold mining experience and some fun activities in between like going to the aquatic centre and ten pin bowling. We went to Sovereign Hill and watched Blood on the Southern Cross. We also went to the Gold Museum, Central Debra mine, the Chinese museum, Science Discovery Centre and the Democracy Centre (M.A.D.E). Stage Two went to Swan Hill Pioneer Settlement and did lots of fun activities like making damper and butter. They learned about how people lived in the past. Stage One went to Echuca and had a ride on a paddle steamer. Early Stage One went to visit some farms and had a lot of fun looking at and feeding the animals.

All of the students had a great time at the Ride-a-thon/walk-a-thon and the Production. They dressed up in costumes at both events and enjoyed themselves while raising some money for the school.

Year 6 enjoyed their farewell dinner. It was held in the Bradley Hall at school and the decorations
looked fantastic. The meal was delicious. It was a bit sad and fun at the same time. We will miss Edward Public School very much.

This year all of the students have made lots of memories that they will keep forever.

Anna Young and Will Shaw

School Captains 2013

Student Information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student Enrolment Profile

Student enrolment has remained steady for the last three years. The school’s transient population remains, with about 25% movement of families. Many of our families have been with the school for generations. Teachers and parents who were students, now send their own children to Edward Public School.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
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<th>2009</th>
<th>2010</th>
<th>2011</th>
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<td>114</td>
<td>115</td>
<td>97</td>
<td>95</td>
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Student Attendance Profile

There is improved attendance, generally, in 2013. Several periods of approved extended family leave were taken by families. Illness accounts for other absences. Supports are in place for ensuring attendance at school.

<table>
<thead>
<tr>
<th>Year</th>
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<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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Management of Non-Attendance

Rolls are checked regularly for non-attendance. Parents are contacted for enquiry into non-attendance. Referrals are made to the School Home Liaison Officer when necessary. Our Aboriginal Education Officer works closely with families to support school attendance.

<table>
<thead>
<tr>
<th>Year</th>
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<th>2010</th>
<th>2011</th>
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<th>2013</th>
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State DEC

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<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
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<td>94.3</td>
<td>95.0</td>
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<tr>
<td>2</td>
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<td>94.2</td>
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<td>94.1</td>
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<tr>
<td>Total</td>
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<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
</tr>
</tbody>
</table>

Workforce Information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

In 2013 we welcomed Miss Dodd to 3/4DY. Miss Dodd was a very active member of the staff team who supported many school extracurricular activities, especially the organisation of our School Production.

We farewelled Mr Howell at the end of the year. After several years of teaching at Edward Public School, Mr Howell elected the sea change and moved onto Wollongong in the Illawarra region.
The School Chaplain, has become a very familiar face to many students, staff, parents and friends of the school. Providing support in contexts of the classroom, playing fields, the Chaplain’s role continues to flexibly evolve to meet the wellbeing needs of members of our whole school community.

### Workforce Composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>7</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative Staff</td>
<td>1.6</td>
</tr>
<tr>
<td>Support Staff</td>
<td>4</td>
</tr>
<tr>
<td>Chaplain</td>
<td>0.4</td>
</tr>
<tr>
<td>Aboriginal Education Officer</td>
<td>1</td>
</tr>
<tr>
<td>General Assistants</td>
<td>0.38</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Edward Public School receives the services of an Aboriginal Education Officer. One of our experienced classroom teachers is a highly regarded member of the Indigenous community.

### Teacher Qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>8%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>16%</td>
</tr>
</tbody>
</table>

### Financial Summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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</tr>
<tr>
<td>Balance brought forward</td>
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</tr>
<tr>
<td>Global funds</td>
<td>149048.91</td>
</tr>
<tr>
<td>Tied funds</td>
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</tr>
<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
<td>4916.79</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>18816.65</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>427500.17</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 33646.40   |
| Excursions                 | 15494.41   |
| Extracurricular dissections| 16107.90   |
| Library                    | 4899.42    |
| Training & development     | 5898.39    |
| Tied funds                 | 164758.04  |
| Casual relief teachers     | 39227.53   |
| Administration & office    | 24748.01   |
| School-operated canteen    | 0.00       |
| Utilities                  | 47008.99   |
| Maintenance                | 16737.88   |
| Trust accounts             | 16756.55   |
| Capital programs           | 0.00       |
| **Total expenditure**      | 385283.52  |
| **Balance carried forward**| 169218.13  |

Balance carried forward includes funds that have been committed to salaries and unpaid accounts.

Priority Schools Funding Program and Country Areas Program supported Literacy and Numeracy Learning in the classroom. Class size reduction allowed more direct one to one teacher attention per student in support of focus programs.

Funded support ensured teachers provided equitable access for students to curriculum and extracurricular learning activities.

A full copy of the school’s 2013 financial statement is tabled at the annual general meeting of the P & C. Further details concerning the statement can be obtained by contacting the school.
School Performance 2013

Academic Achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

Other Achievements

Creative Arts

Technology Games was the theme for our 2013 Production. A nostalgic return to Pac Man and the Mario brothers led into more recent technologies including Wii. Great music and dancing was enjoyed by everyone.

The Deni Show had many student entries from Edward Public School. Many of our entrants received ribbons and certificates for their fine efforts. From the show ring to the exhibition halls - our school is always well represented at this special Community Event.

Aspire Me To Imagine camp participants, Jessica Bish, Xenthia Crowe and Victoria Murphy had their art and craft work displayed at the Peppin Heritage Centre in Deniliquin. Our very own Mrs Jacobs was one of the expert teachers who shared her talents with the children. Four students from our school travelled to Sydney to see the Schools Spectacular Performance at the Sydney Entertainment Centre –

South West Music provided music tuition for some of our students in keyboard and guitar.

Sport

This year the ‘Live Life Well @ School’ initiative continued. The promotion of physical activity and good nutrition across the school saw active and enthusiastic participation in daily Fundamental Movement Skills, ‘Run To Uluru’ fitness program, Fruit Break and skipping program.

Our Year 2 students attended the swimming and water safety skills program with the NSW DEC Special Swimming Scheme.

Edward Public School students participated in PSSA netball, soccer, basketball, tennis and cricket trials and knock out competitions. This year Edward Public School celebrated two students who competed at State Level in field events: Anna Young in shot put and discus, and Wesley Clarke in the high jump event. Will Shaw also made the Riverina AFL Team.

School carnivals were held in Cross Country, Swimming and Athletics. The overall Champion House for 2013 was McLean.
This year Edward Public School was very successful at the PSSA District level, winning the District Cross Country carnival and the Chummy Bartlett Shield (a football, netball, newcomb ball round robin day.) This was a feat we haven’t accomplished for many years. As a result of these successes we won the Reginald Davies and Ian Duncan memorial trophies above all other Deniliquin Primary Schools.

Jump Rope for Heart and the Ride-a-walk-a-thon were again traditionally enjoyed by our students in K-6. Community participation in these events always adds to the family atmosphere of these great days at Edward Public School.

The AFL Kickstart Program was a huge success thanks to our Aboriginal Education Officers. The Football Program provided a great opportunity for the young students in Deniliquin to develop their skills, and an interest in the sport of AFL.

Staff volunteers ensured the continuation of the Active After School Communities Program. A variety of sports and skill development programs were offered to students each Monday and Thursday afternoon.

**Positive Behaviour For Learning**

Consolidation of the PBL school wide system in the playground has seen a cultural shift and increase in the engagement of students in learning and school activities.

Increased student participation in school sporting events has seen Edward Public School at the forefront of district team events and major carnivals in 2013. Student participation and success has had a positive effect on student engagement.

A celebration for the official launch of Positive Behaviour for Learning at Edward Public School was enjoyed by dignitaries, special guests, and the whole school community. A very special assembly, BBQ and the release of hundreds of red, yellow and green balloons helped us celebrate in a very fun filled and festive style.

**Aboriginal Education**

Personal Learning Plans were planned with families, where possible, and implemented.

Our Aboriginal Education Officer arranged several cultural programs for our students instilling values of respect and responsibility in the context of culture, tradition and lore. These programs have contributed to a sense of belonging and pride in the students’ heritage. They are developing purposeful engagement in learning.

The Proud and Deadly Awards were received by many of our students for academic, sporting, citizenship and culture. Our AEO, who is a member of the Aboriginal Education Consultative Group organised the event for the Deniliquin District.

Visits to Yakawa for special events, and an awareness program during Wamba Wamba, Perrapa Perrapa Week, engaged all of our students in curriculum learning activities, and with the wider community.

Sport participation was supported by local community sponsorship. Yakawa provided assistance for travel and expenses for Aboriginal athletes to compete in Sydney.

Community contact and family involvement with the school remains strong. Our Aboriginal Community expresses a strong and happy affiliation with Edward Public School.

**Multicultural Education**

The celebration of difference, the acknowledgement of working together and participating at school in respectful and responsible ways, was promoted and emphasised in our Harmony Day celebrations. Curriculum
perspectives were addressed in Key Learning Areas.

Teachers were delighted to be showered with flowers and thanks from our Vietnamese family on National Vietnamese Teachers Day.

Aboriginal cultural programs were successful in teaching our students fundamental values in Aboriginal culture, traditions and lore.

Transitional Equity funding

Priority School Program and Country Area Program

Funding was used to employ a full time teacher to form a ninth class in the school. This enabled the creation of minimal class sizes K – 6.

This strategy enabled all teachers to provide more direct teaching and more one to one time for students, enhancing the delivery of quality teaching and learning programs, student learning outcomes and engagement.

Focus On Reading in Stages Two and Three were able to be consolidated by classroom teachers in 2013 leading to more staff being trained in the strategies for teaching comprehension skills from the Focus On Reading Program in 2014. The expertise of staff in these areas has provided students with greater access to more skilled practitioners.

Funds were used for the teacher Professional Learning in the How2Learn Strategy. The introduction of the How2Learn pedagogy will be a focus of the Teacher Professional Learning for 2014. Two staff members attended extensive training sessions in 2013 to enable training of all Edward Public School Staff. An increase in Student learning outcomes is expected as they become more independent learners.

A greatly needed infusion of funds into the resourcing of our guided reading materials, has had a flow on to available resources in our home reading program. This has given students’ access to a wider range of learning materials, and teachers’ greater scope to use a variety of effective strategies to increase student learning achievement in reading.

Parents and friends of the school were very much involved in the preparation of the Reading Resource Room and reading resources for staff and children. There are raised expectations for engagement and learning in literacy from our whole school community. Parents are very much a part of classroom literacy programs strengthening the partnerships between schools and families. In particular, our Stage One classes enjoyed the regular assistance from parents with their reading groups.

School Planning and Evaluation 2012—2014

School Evaluation Processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Targeted outcomes, strategies and achievements of priority areas, evaluated by staff and students. Feedback received from parents and community.
- Ongoing monitoring and adjustment of programs, outcomes, targets and strategies by committee members.
- Analysis of strengths and weaknesses evidenced in student engagement and learning data.
- Surveys by staff, students, community members and committees.

School planning 2012—2014: Progress in 2013

School Priority 1

Literacy and Numeracy

Outcomes from 2012–2014

The use of Department of Education and Communities literacy and numeracy continuums will strengthen student assessment for teaching and learning.

Evidence of progress towards outcomes in 2013:

- K-6 teachers were trained in the use of the Learning Continuum through the L3, Best Start and PLAN initiatives. School Development Days and staff and stage meeting time were also allocated.
Professional learning emphasized the use of the continuum to inform teaching/learning programs. Differentiated programming evidenced for spelling, reading and number.

- Evidence of measurable strategies for Literacy and Numeracy were presented in K-6 programs where the learning continuum was used effectively: Running Records, SENA, standardised tests, SMART.

- K-2 classes implemented programs including Best Start, L3, guided reading groups, home reading, buddy reading, Count Me In Too and SENA assessment. 3-6 classes engaged in Focus on reading concentrating on the six strategies for comprehension. Technologies were an integral part of the K-6 curriculum for Literacy and Numeracy. Reading Recovery Program was operational in 2013. Student progress was recorded on The Learning Continuum after TPL. Teachers were assisted by the L&ST with adjusted learning plans, Individual Education Plans and student engagement plans. Personal Learning Plans for Aboriginal students were in place.

- New system interruptions with the cut over to the eT4L system in 2013 disabled the schools’ RISC tracking system. This process of collecting data to measure engagement will be used more effectively in 2014.

Strategies to achieve these outcomes in 2014:

- Increase parent and carer contact to share learning progress of their children.

- School wide assessment schedule, and tracking system for students’ progress K-6.

- Team leaders will monitor the input of data onto RISC by stage team members and revise processes for identifying, recording, evaluating and developing programs to address engagement issues for students in literacy and numeracy. RISC data used to identify student need and intervention for engagement in learning.

- Visible and transparent use of the learning continuum PLAN to be used for informing Teaching and Learning Programs and reporting to parents.

- Efficient and effective collection, analysis, recording, tracking and monitoring of student assessment data.

School Priority 2

Engagement

Outcomes from 2012–2014

The School Wide approach to Student Wellbeing is established, using the Positive Behaviour For Learning (PBL) System, to increase positive expected behaviours in the playground, and student learning in the classroom.

Evidence of progress towards outcomes in 2013:

- Data collected on playground behaviour has been regularly reported to the School Learning Support Team and relevant staff. The SLST coordinator provides a report at each staff meeting. Relevant teachers are informed about students.

- Increased rates of academic achievement as measured by observations and assessment are evidenced. Formal recording, and tracking of achievement K-6 can be further improved in 2014.

- A whole school reward system now functions very well – using a polka dot counter box which all school members contribute to and receive a whole School reward. An individual reward system is active and merit cards are awarded each
week at school assemblies for meeting expected student behaviours in non classroom settings.

- RISC data allows regular evaluation of the status of student management practices. Regular management targets for expected behaviours are set by the PBL committee based on the data. Data was collected manually prior to the eT4L changeover.

- The wellbeing/discipline policy is now in line with the PBL school wide system and Department of Education and Communities guidelines. It includes a matrix of expected positive behaviours in the playground and lesson plans for teachers to teach.

- Students and Teachers have access to Learning and Support through the process of referral. An increase in teacher referral through the School Learning and Support Team is desired. Thorough inclusion of assessment data needs to be attached to better inform SLST of student need.

Strategies to achieve these outcomes in 2014

- Whole school reward system and individual reward systems are active for meeting expected student behaviours in classroom settings.

- Regularly evaluating the status of student engagement practices and adjusting accordingly.

- Establishing the wellbeing policy in line with the PBL school wide system and DEC guidelines to include classroom.

- Developing the Policy to include a matrix of expected positive behaviours for the classroom and lesson plans for teachers to teach.

- Students and Teachers having access to Learning and Support through the process of referral. Ongoing Teacher Professional Learning for referral to SLST.

- Accountability structure for teaching the PBL lessons is needed.

- Formal recording and tracking of achievement using RISC.

Professional Learning

Professional Learning to support the targeted areas in the school plan including the effective use of the Literacy and Numeracy Continuums, the How2Learn initiative, National Curriculum and New Syllabus implementation and Positive Behaviour for Learning were school priorities. School Development Days, Staff and Stage meetings, professional discourse and collegial sharing times also facilitated Professional Learning.

The school had two new scheme teachers working towards NSW Institute Of Teachers accreditation, and one teacher maintaining teacher accreditation at professional competence level.

Total school expenditure for Teacher Professional Learning in 2013 was $20374.70, averaging $1358.33 per teacher.

Two teachers of Kindergarten continued and completed their final phase of L3 training in 2013. Using the Learning Continuums to register student achievement of learning outcomes and to inform programs, the teachers took a lead role in developing the skills of other staff members.

The Riverina Regional initiative How2 Learn was attended by two staff members and the Principal. Students, being well prepared as active learners in a fast evolving technological and ecological world, is the focus of the teaching and learning in this program. This initiative was introduced to all staff during 2013 and a continuation of the professional learning is planned for 2014.

PBL training for one new member of staff and one in-school coach was well received by our school representatives. PBL network meetings were also attended.

Our computer coordinator was trained in the maintenance of the eT4L system, registration of
software, building and installing new technologies and fundamental technology processes to support our school network.

One staff member enlisted the expertise of our Director of Schools to enhance her skills in the management of our iPad technologies and applications.

District personnel trained two staff of senior students in the teaching and learning of technologies including Edmodo, wickis and blogs and how to incorporate these technologies into enhanced Literacy and Numeracy Learning Programs.

The services of Country Area Program Coordinator were enlisted to train all staff in the implementation of the National Curriculum and the new NSW English Syllabus. Scheduled staff meetings and School Development Days were sourced to deliver workshops, professional discussion and stage planning sessions in preparation for immediate implementation in 2014.

Two Year 6 teachers attended PLAN workshops. Entering data for the Learning Continuums for Literacy and Numeracy electronically ensures ongoing tracking of students. All staff were then introduced to the system.

Our Reading Recovery Teacher in training for 2014 attended the introductory training sessions in Deniliquin in 2013.

Mandatory Training continued to be delivered annually to all staff: Emergency Care, Code Of Conduct, Dignity and Respect Charter, Child Protection and Anaphylaxis training.

Professional Learning time was provided for all teaching staff to develop stage curriculum scope and sequence plans, encompassing training in National Curriculum, How2Learn, Focus on Reading, Best Start, L3.

One Austswim trained staff member ensured the continuation of our Water Awareness and Swimming and Survival skills programs for students in 2013.

Three staff engaged in the Kidsmatter program and attended the Poverty workshops initiative. One staff member attended Primary Schools Sport Association training sessions and delivered training programs to other schools.

The Principal attended conferences and essential training days in support of the changes to school infrastructure and other current school management processes.

Staff also attended network meetings for Information and Communication Technology, School Learning and Support, Positive Behavior for Learning, Counselling, Chaplaincy, Itinerant Hearing and Vision, Reading Recovery.

**Parent/Caregiver, Student, and Staff Satisfaction**

The school sought the opinions of parents, students and staff about the school. A random section of the school community was given a pen and paper survey. There were seventy surveys collected from: parents/carers who came into the school for various reasons, staff, and students from Stages 1, 2 and 3. Students wrote, drew and talked about their responses.

The large majority of parents, staff and students feel very well informed about events at school, and how teachers and staff keep parents informed. The Skoolbag Ap was well received by all. One parent would like more information about incidences involving her child. Two people reported they are hardly ever informed about events at school and others said that communication needed to be improved.
The large majority of parents and staff feel that their children are always happy, or happy most of the time at school. Students reported that they are happy most of the time, or always happy.

Parents, staff and students feel welcome, they like the welcoming and relaxed atmosphere, and feel that staff are caring, supportive and helpful. Several parents and a staff member reported they feel welcome most of the time, and one parent only sometimes. Younger students reported that friends and playtime were important to them.

The importance of school programs including sport, production, cultural events and PBL values is acknowledged by almost all parents, staff and students.

One parent was pleased to report, “Finally after all these years, things are happening for Aboriginal students at Edward Public School.”

Parents and staff would like to see the Aboriginal Flag flown in the school grounds every day, more parent involvement in the classrooms – reading programs, parents and grandparents days, and a return to hearing and vision testing.

Acknowledgement for participation in sports, anti-bullying and discipline strategies focus and learning processes, professionalism and confidentiality were areas for improvement that were identified by some parents and staff while some students would like such items as more flowers in the school, a gymnasium, and more mathematics.

About this Report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: